

*The American Teacher* MAGAZINE



West  
German  
Schoolboy

Latin American  
Schools,  
Weakest Link

**Teachers and the Peace Corps**  
**Education Key to Democracy**

OCTOBER, 1961

# Guest Editorials

"**A**RE YOU a teacher or a clerk?" many a teacher asks himself. He need not wait for an answer. It is obvious.

Two inter-related forces steal the teacher's time and energy from his professional duties: clerical routine

**The Growing Clerical Burden on Teachers** and over-administration. Despite the gradual introduction of machines for record-keeping, the amount of clerical work for the average classroom teacher seems

to be increasing.

This school year the more general use of machines for record-keeping should reduce the quantity of the teacher's clerical routine. We remain skeptical—not unbelieving, just skeptical.

Long Beach administrators have often recognized the waste of certificated time in other fields. The *Long Beach Federation of Teachers* commends the District, for example, for its use of non-certificated personnel in such tasks as audio-visual routine and lunchroom supervision.

**D**AY-TO-DAY waste of teacher time seems not so clearly recognized. The amount of clerical work seems to mount each year. Every teacher is a book clerk. Routine checking for lost books, torn pages, and dirty bindings obviously takes time from the genuine teaching situation.

Elementary teachers struggle bravely with the official registers—obviously a clerical job.

Secondary teachers found an added clerical detail this year—addressing envelopes for warning of failing work. This seems to be an unnecessary addition to the unprofessional clerical detail of the teaching job. (Is the existence of these notices an example of over-administration? Surely the average parent seeing a failing grade at the quarter suspects what the future holds if the trend does not change.)

The Rube Goldberg structure of public schools—drawing more and more people from the classroom to administration and quasi-administration—is doubly dangerous. It not only removes credentialled personnel from the classroom but also increases the paper work routine for those remaining in the classroom. They must spend more time reporting to the administrative staff, attending meetings.

**T**HIS BALLOONING bureaucratization characterizes all our society today. This fact makes the situation no more healthy. Education's concern must be teaching if democracy is to continue.

Breaking out of this snow-balling routine of record-keeping, report-making, committee-making will not be easy. Somehow, it must be done. Accomplishing this will be like running up a mountain in the midst of an avalanche. Even so, it must be done.

One thing seems obvious: The trend will not be reversed by appointing a committee to study the problem. Nor will education be returned to the rigors of teaching by putting an administrator—already har-

rassed by paper work routine—in charge of a study of the situation, to determine whether the problem exists.

Teaching will not be a real profession—education will not make real strides into the new age—until one can tell with the naked eye the difference between teacher and clerk.—*From the Union Teacher, publication of the Long Beach, Calif., Federation of Teachers, Local 1263.*



**W**HAT is professionalism in teaching? A professional teacher maintains a standard of dignity with his students. He does not permit the students to treat him as one of themselves, nor does he attempt to win popularity for its own sake.

**The Ingredients and Implications of Professionalism** He has a real respect for authority which is quite different from subservience and obsequiousness. He is aware of his own responsibility in maintaining a good school, a responsibility that carries over into the hall and playground as well as in his own classroom.

He can, and will offer suggestions and constructive criticisms for procedures and situations, but not of persons.

The professional teacher must have mastered the problem of classroom discipline. Of course, there are some instances when the kind of discipline required is beyond the power of a teacher. Ordinarily, though, the teacher should be able to maintain and enforce discipline simply by the power of his personality, and not by wild threats or dire punishments.

No one can question that mastery of his own subject is an automatic requirement of the professional teacher. Both general knowledge and depth of understanding are part of the definition of mastery.

Mastery also includes keeping up to date on developments and methods. The true professional teacher has an innate desire for growth and development, not necessarily reflected in advanced degrees.

Mutual respect and cooperation, and usually friendliness, mark the relationship among professional teachers. Throat-cutting, gossip, and hostility do not belong.

The professional teacher's concern about his profession shows in his membership in professional organizations. It shows, too, in his concern about a professional scale of compensation. One who has no respect for his own worth usually does not command respect from others.

The definition of professionalism includes two characteristics we believe are essential. In the make-up of every true teacher, every professional teacher, are the qualities of *idealism* and *realism*.—*From the Detroit Teacher, publication of the Detroit Federation of Teachers, Local 231, as reprinted in Baker Tips of Cleveland, O., Newton D. Baker Junior High School.*

# THE President's Page

By Carl J. Megel

**I**F CHRISTOPHER COLUMBUS were to return today, his rediscovery of America would provide interesting conjectures. One might ask Christopher himself to describe the areas of change most impressive. Speculation upon this question would be most interesting. No doubt our skyscrapers, our automobiles, our mass production, our highly concentrated urban populations would all deserve consideration. But, Columbus might be more likely to comment upon another phase. We could very well contemplate him saying:

"In three sail boats, I travelled 4,000 miles in 70 days. This was quite a record! Two hundred years before me, Marco Polo travelled 9,000 miles in four years. Nearly 500 years after I landed on North American shores, in 1927, your Colonel Lindberg flew 3,600 miles in 33 hours. But, in 1961, the Russian astronaut travelled 435,000 miles in 26 hours. In 1492, I brought the record to your shores. You maintained it for 500 years. *Why did you lose it?*"

To all of us who are classroom teachers, this question brings a tremendous challenge as we move into the first school semester of 1961-62. We who are educators are faced with the problem of teaching this generation of youngsters for a life in the new age. Our objective must be for living, for survival and again to restore to our nation the leadership it so long maintained.

**I**N SPITE OF EVERYTHING that we read and hear through our mass communication outlets: newspapers, magazines, radio, TV—it is my firm belief that we are not so far behind as we sometimes are lead to believe. Our cause and our case is far from hopeless if we have the initiative and the optimism to reassess our advantages and our limitations and to rebuild upon the factual basis outlined. Herein, education and educators hold a tremendous advantage. If American education is going to meet the challenge of the future, then it is our job to prepare students for the changing cultures that lie ahead.

This is not to imply that our schools here and elsewhere are not now doing a good job. Without doubt, we are doing better than ever before! Advances have been made—both in teacher welfare and improvements in curricula. The *American Federation of Teachers*—and you, its loyal members—can take reasonable pride in the part which you and your organization have



MR. MEGEL

played. But, what was good enough for yesterday and today will not be good enough for tomorrow. The battle of our civilization does not rest with the missile race. It will be won or lost in the classrooms of our nation's schools. It will be our job—and the *American Federation of Teachers* will give leadership, as it has always done—to provide educational improvements.

**I**T IS IMPORTANT in this connection for us to remember that efforts on our part in all of these areas must not deter us from our basic fundamental objectives of advanced salary schedules, smaller classes, improved and revised curricula, our relentless opposition to any form of salary based upon a merit rating plan, pension, tenure, and other teacher and educational needs which will reestablish teaching as desirable and attractive.

We must never forget that in our American society, salary and working conditions are measurements of the desirability of a job. But, we must be alert and give leadership to new techniques: the use of radio, movies, and TV. This semester, special emphasis is being placed upon the use of teaching machines. Our position must be made unmistakably clear. The *American Federation of Teachers* supports and promotes the introduction and use of any device which will aid a teacher.

**Y**OU WILL HEAR a lot about teaching machines during this Fall semester. Nearly 200 firms, each with a staff of high pressure salesmen, are invading school purchasing departments and making a sales pitch to boards of education. Many of you are now, or soon will be, using some form of teaching machine. You will determine whether the machine produces faster and better learning; whether it does provide students with a learning aid, or whether its limitations are in greater evidence.

Thoughtful appraisal, however, will bring to attention one startling fact. These new innovations are mechanical aids. In our mass production society, their introduction seems quite proper. But, their introduction and use will be quite detrimental if they produce an individual who is a conformist and a mere robot? The greatest need in education today is to teach young people to think freely and independently.

**E**DUATION must be, more than ever before, an instrument for articulating values. These values must be consistent with our scientific, our cultural, and our economic advancement. But, our students must be inculcated with thinking abilities. This is our challenge as teachers and educators. Through its implementation, it can answer questions that Columbus raised.

# The American Teacher MAGAZINE

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## On Our Cover

The American Teacher magazine deviates this month from the custom of classroom photos on its cover. The photo used is also from out of the country and out of season. The tulips date it to spring.

The first-year German schoolboy was snapped in Wolfsburg, Germany, by a photographer accompanying a group of American magazine and newspaper editors on an inspection of the country's development and progress since the war. Story, Page 11.

The photographer misplaced the youngster's name before his plates were developed, and long-distance efforts by your editors to identify him were not up-to-now successful.

Nevertheless, we present Mr. Future Citizen of the new West German democracy, where there is no discipline problem in the classroom and students carry bouquets to teachers under the grim dark shadow of the Iron Curtain.

## REMINDER

The new address of the *American Federation of Teachers* is 716 N. Rush St., Chicago 11, Illinois where its National Offices occupy the newly purchased 4-story and English basement building. (*American Teacher newspaper*, March, May and Sept., 1961)

## GOING TO MOVE?

Notify us immediately, so that the American Teacher and American Teacher magazine will follow you. Send 1) your full name, 2) old address, 3) new address, and 4) name and number of your A.F. of T. Local to American Teacher publications, 716 N. Rush St., Chicago 11, Illinois.

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# ***Education the Key to the Future***

**By Ralph McGill★**

**T**HE FUTURE of our country and, indeed, of what we call Western Civilization, is in the hands of educators. It is teachers who shall give to the future its leaders, its scientists, engineers, doctors, scholars, its intellectuals in all aspects of our life.

So, I salute the *American Federation of Teachers*. I trust you will be aggressive, not timid, in behalf of education. I hope you will find ways to organize your respective communities in behalf of it.

Education, with the great increase in school population ahead of us—the thunder, not patter, of little feet—and thump of well-shod college feet, may not be dismissed as imaginary, or as something to be met by halfway measures.

The education we seek is the motivation of the truly civilized man. It will not, because it cannot, make all men wise, but it can enable them to value wisdom. It will not make us all scientists, or electronic wizards, but it can make us value objective, scientific research. It cannot abolish war, but it can inspire us to seek an equitable and honorable international understanding, knowing full well that the alternative is nuclear war.

We are not doing enough. We must do more. And I suppose this is the time for me to say that I believe that the educational inequities of our nation are a national responsibility.

**L**ET US CONSIDER the story of Major Gherman S. Titov, whose name and exploits have so recently filled so many columns of our newspapers and the broadcast time of television commentators. The 26-year-old Soviet man in space was born of peasant stock in a remote, tiny, unknown village in the Altai region of southern Siberia, 2,200 miles east of Moscow.

This tiny town is in the Kuznetsk Basin, which is said to contain coal

★Publisher of the Atlanta Constitution in an address at the Democratic Human Relations luncheon of the 45th annual American Federation of Teachers convention in Philadelphia.



**Mr. McGill**

reserves amounting to 900 billion tons. There are also vast amounts of zinc. Chemical industries abound.

At the age of eight, the young Titov attended a collective farm school. After the war, the family moved to a larger village. The young man's talents were observed. His mathematics and science teachers recommended him. He chose aeronautical science. He has become, since his 25 hours in orbit around the earth, one of the major performing and propaganda assets of communism.

There is a moral in this story for our free society.

America already has lost, in bygone years, thousands of potential Gherman Stepanovich Titovs. Even now, we have no way to be sure the abilities and talents of thousands of youngsters

now moving toward, or in, secondary schools, will become a national asset.

**M**AJOR TITOV is, like Major Yuri Gagarin, a product of the Soviet Union's strongest weapon—an educational system which recognizes ability and sends it on to the institutes of higher learning.

The Soviet Union wants to train such talents to strengthen the objectives of communism. Russia's communist leaders have never been so careless as to ignore the value of a trained mind. When they discover gifted young men and women they are careful not to waste them.

This, in a sense, is their one great secret weapon, though, in fact, there is nothing secret about it.

In this country a shocking percentage of our high school graduates, who are in the top 10 percent of their class, do not go to college. (It is by no means the loafers and the ones who just scraped through who drop out of school). Reasons for the loss of many of the best of our young men and women are varied. There often is parental insistence that they go to work.

Now and then, there is a family need which indicates to such high school graduates that they must sacrifice their desire to train for some profession to support their parents. As often as not, the family background is pathetic. There is no urging or encouragement of the talented graduate to go ahead with education. Or, college is too expensive. It is becoming more so.

Whatever the reasons, the harsh fact is that the United States each year is deprived of several thousand of its more talented young people, its more gifted minds.

**N**O ONE SUGGESTS we imitate the Soviet educational system as a system. But we most assuredly are required, by conscience and the demands of national security, to assume a Federal responsibility for an educational system in which no American boy or girl shall lack opportunity to have all

the education they are prepared, able and willing to take.

This especially is true of those elementary and secondary pupils whose work and tests have revealed exceptional abilities.

Wherever they are, in whatever remote village of our country, these students must be recognized and given opportunity. To do less is to deprive ourselves of one of society's scarcer assets—excellence.

The fact that so many of our rural schools, and some of our city ones, offer no advanced mathematics, no secondary school chemistry or physics, and inadequate preparation in general science, is a harsh indictment of our educational system. There are states which are offering inferior education because they can't pay for it. Some are unwilling to do so.

Is this what we may mean by the promise of America?

The Titov accomplishment was admirable and magnificent. Many persons were at least mildly repelled by the stilted, careful phrasing of his comments from outer space—the careful praise of the party, the officials, *et cetera*. Yet, this man knew what he was doing—and why. He was the product of a system which trains its talented persons to serve its objectives.

**G**ENERALIZATIONS have an inevitable content of error. And this will be true of the comparative use of another story.

Francis Powers is in the second year of a 10-year sentence in a Moscow prison. Most Americans have forgotten him. He was not in the tradition of young Nathan Hale, of revolutionary days, or Sam Davis of 1863 and the Confederacy, who, at 18, refused to reveal any facts or ask for mercy and was, therefore, hanged by his Union captors. And perhaps Powers had no reason so to consider himself. He was, as he insisted, just a hired hand—a pilot—getting \$30,000 a year to fly dangerous intelligence missions. There was a quiet, frightened valor in him, but no hint that he regarded himself as representing his country's interests.

But what really troubled us at the time of his trial was that much of contemporary America was revealed in Powers at his trial. That our newspapers daily report evidences of this same aspect of our country is no mere coincidence.

Against the harsh possibilities of his dilemma he could use only that which had been absorbed by mind and spirit in the whole of his 31 years as a young American. He testified that he

had "never paid any attention to policies in America"—had, in fact, "never voted." He knew little of the meaning of his country.

He said, too, he had never had any interest in learning anything about the Soviet Union, save to read in the papers about its scientific achievements.

Asked if he were "mentally prepared" to fall into Soviet hands, Powers said he was not. He had been told he could not be shot down at 68,000 feet.

He had, he said, "been proud and happy" to get the job with the CIA when he was turned down by the commercial lines.

Powers defended himself by pleading political innocence and ignorance. "I was just a pilot," he said. He did not know about the Summit meeting in Paris; he was not aware of the implications of his flight, which the President of the United States later was to describe as "vital to the defense of this country."

So we see a man turned 31 years old who could fly a plane but was uninformed about all else in his life. He had a nice wife. He was sitting pretty, making \$30,000 a year. And when that dream ended 1,200 miles inside Russia, he could say, with complete honesty, and no awareness of self-contradiction, that he was sorry he took the job he liked so well, that he regretted having made the flight; that he did not wish to do so, but was afraid of being thought a coward. And, anyhow, someone else was responsible for it all. "Blame those who sent me," he said.

Francis Powers had relatively little education. He was, in a sense, a drop-out. He learned to fly. But, he was not prepared for a commercial pilot's job. He represents, perhaps, what we mean when we speak of a "mass audience."

**T**HREE IS BUT ONE state in this Union, according to the latest figures I saw, which has an educational average for its people as high as a secondary school graduate. The others range down to as low as seventh grade. It is from these that we receive protests about printing too much foreign news; too much highbrow stuff. If you come right down to it, this is one reason why the Democracies have so difficult a time with foreign policies. The Congress must pay attention to mass public opinion to be elected.

And mass public opinion isn't interested in problems involving great decisions about international policy because it hasn't read about them, does not have the background of education and mental stimulation to care about becoming informed. It is mass opin-

ion which provides those who don't want to watch the national conventions but wants *Gunsmoke* instead.

Now, our solution is not to destroy or weaken the democratic, representative system, but it surely is to do more about education. And those who turn out the daily textbooks we call newspapers ought to be the most interested of all. And certainly the many competent and intelligent news commentators on television and radio must also be keenly interested in helping with what is necessary.

I came from the South. There are states outside that region whose educational needs are as desperate as ours, but no region is so much in need.

We are paying, and will for sometime continue to pay, a heavy price for the folly of maintaining two segregated systems of inferior quality. The price to the nation as a whole will be heavy because of the fact that generations of Negro pupils had the worst of the two systems and were, in addition, too often deprived of the right to vote, and to participate in the mechanics of local government.

This city (Philadelphia) has learned—as has every urban center in the nation, of whatever region, what it means to have uneducated and unskilled persons, white and colored, to flock to their industrial plants seeking jobs few were prepared to fill. We are learning the grim fact as automation complicates the problem of a dismaying total of unemployed, that many of the skills once reliable are obsolete.

We are learning, too, in these days of a mobile population, that the poorly educated boy or girl, man or woman, from a southern state, where educational needs long have gone unmet, may become a juvenile delinquent, a hoodlum, or a welfare case in Maine, California, Pennsylvania, Minnesota—as well as in a city of his home state.

It is not that these (southern) states do not try. They spend a very high share of their total budget on education. But I submit that the fact this region, which has the lowest per capita annual income, is a matter of national urgency, insofar as educational opportunity is concerned—just as were some of the equally lacking states in New England and the West—where an agricultural economy depressed per capita income.

**S**O, I AM for an equitable system of Federal aid—I believe that every American boy and girl—in the remote villages of the Dakotas, in the slums of this or any other city, in the poorer rural areas of the South—wherever

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# TEACHERS

*and the*

## Peace Corps

By Robert Sargent Shriver, Jr.★

**THIS SUMMER** I made a world-wide trip visiting nations that had requested Peace Corps help.

In Ghana, Nigeria, Pakistan, India, Burma, Malaya, the Philippines, and in others, one request was always the same: send us teachers.

There is a significant point in these requests which has often been overlooked: the leaders of these nations have entrusted us with the teaching of their young. No nation that doubts the Peace Corps mission would open the minds of its young to our representatives.

President Nkrumah of Ghana, a man who has often been critical of the United States, asked for Peace Corps volunteers to teach in secondary schools throughout his land. I regard this as one of the highest compliments the Peace Corps has received.

Similar confidence was reflected by men like Premier U Nu of Burma and Prime Minister Nehru of India.

Each chief of state praised our educational system not only for our advanced teaching methods, but because of our ability to turn out a whole person.

In India, Ashadevi, a spirited woman associate of Gandhi, traveled three days and three nights on a train to warn us:

"There is a great valuelessness spreading in the world," she said. "Your volunteers must not add to this. They must bring more than science and technology. Your Peace Corps must touch the idealism of America and bring that to us."

And that is the reason that these great men of the world ask our people into their classrooms to teach their young people.

**IT IS A GREAT** responsibility and a great challenge. It is not a job we can do without the help of the teaching community.

From all across America we must recruit the best you have to offer. We

\*Director of the Peace Corps, and past-president, Chicago board of education.

in almost any subject. Neither they nor the Peace Corps require a teaching certificate.

We know the young educated American has gifts of which he is unaware. He can share his educational heritage with the people of Asia, Africa and Latin America. He can perform an act of service to his country and to the democratic system which produced him by carrying his knowledge overseas.

**A FEW WEEKS** ago our selection boards picked 70 candidates to prepare for secondary teaching positions in Ghana. The selection was completed over a recent weekend and the telegrams went out asking for those who could accept to report for training in seven days.

We stressed that due to the nature of this project, there would be no home leave after training was completed. We were asking them to decide within 24 hours if they wanted to leave their homes for over two years; to complete their business in seven days and report to California.

That is a lot to ask of the talented Americans we selected.

But they responded. Those few who could not wind up their affairs so quickly asked, almost pleadingly, if a refusal now would prevent them from entering another Peace Corps project. Just let me tell you a little about some of the men and women who responded.

● There is Cyrus Gibson from Fort Lauderdale, Fla. He's a design engineer for Standard Oil, but he is qualified to teach mathematics and advanced calculus.

● There is Tom Peterson of Wilmot, Ill., a teaching assistant in Greek and Roman culture at the University of Wisconsin.

● Then there is George Hamilton of Arlington, Va., a Harvard graduate. He has traveled widely in Europe, speaks French fluently and has a work-



Mr. Shriver

must also find those teachers who have abandoned education and gone into other fields and those qualified teachers who have their certificates but have never entered teaching.

America must share its wealth of teachers in the same way that we have shared our mineral and industrial wealth with the rest of the world. I understand our great need for qualified teachers here at home, but we must now regard the lesser developed nations of the world as "here at home." That time has come in history.

I do not mean to say that the Peace Corps is going to drain away great numbers of accredited teachers to the detriment of our educational system. As a matter of fact, the foreign governments with whom the Peace Corps has had discussions about teaching projects have said they will be happy to get volunteers with college degrees

ing knowledge of Spanish and German.

● Patricia Bellamy of Bakersfield, Calif., spent the past academic year as an instructor in the school of education at Florida State. Her specialty was teaching English.

● Bill Austin is from Bennington, Kan. where he has spent the last two academic years teaching world history and coaching football and basketball.

● Marian Frank is from Pittsburgh, Penn. She spent the last year doing graduate work and working part-time in a news bureau. She was a top student at Oberlin College where she received her degree in mathematics.

**THE VOLUNTEERS** have been assigned to Ghana. Before they were accepted they participated in a long and comprehensive selection process. It began when they filled out their questionnaire and submitted their references. This was followed by a 5½-hour test of the volunteer's language aptitude, his intelligence and his general skills.

At the training site the volunteer takes his physical and psychological examinations.

However, no volunteer is finally accepted until after the training period is completed. In other words, the entire training period is a continuation of our selection process.

The candidates for Ghana studied at the University of California for eight weeks. Classes ran six days a week beginning at 8:00 a.m. and continuing until 10:30 p.m.

The volunteers studied Ghana's economy, geography, culture and traditions, her modern history and government structure.

**HERE'S WHAT** you as teachers and future teachers can do to help:

1) Insure that the curriculum, at all levels, educates our people about the changing nature of the world in which we live, about the threats to our way of life both from without and within. Let students learn about the nature of our commitment to the people of the lesser-developed nations and of the necessity for young people to have both an educational and practical exposure to other cultures, economic systems and political philosophies.

2) Make sure that all Americans begin learning a second language as soon as possible. It is cultural failure to send Americans to French and Span-

ish-speaking countries without some knowledge of these languages.

3) Use your influence to induce your institutions to grant leaves of absence to their superior people to complete limited Peace Corps assignments abroad. The eventual success, or failure, of the Peace Corps will depend, to a great extent, on our ability to attract the best-qualified and the best-motivated people to fill overseas supervisory assignments.

**THERE IS ANOTHER** side to the Peace Corps coin. Here's how we can help you:

1) The Peace Corps presents a unique government experience. Not since TVA and Point Four has the government embarked on such a program. This is the practical laboratory for the teacher, an opportunity to watch first hand the impact of a new organization on the governmental process.

2) The Peace Corps can serve as the motivation for your students who—in the general course of things—might not ordinarily be interested in international relations. In preparing to serve, they will be preparing themselves for a fuller and richer life. I urge teachers to prepare pre-Peace Corps educational programs in both high school and college. Language and study of the lesser developed areas of the world would be the bedrock of such a program.

3) The Peace Corps will enrich the entire educational process. The returning students may seek careers in teaching where, before their exposure, they might not have learned of the rewards of teaching. Teachers who volunteer will be better equipped to serve as deans, principals, administrators and professors.

And, above and beyond these values, the Peace Corps presents the teacher with an opportunity to serve our nation abroad in a time of crisis and need.

Our educational system is the touchstone of our freedom. With our help, perhaps the educational systems of the lesser developed nations will be their touchstones of freedom too.

**Why a Peace Corps?** In 1912, William James called for the institution of a program like the Peace Corps to provide "the moral equivalent of war."

In his inaugural address, on January 20, 1961, President John F. Kennedy said: "Ask not what your country can

do for you—ask what you can do for your country."

On March 24, 1961, during a discussion of the Peace Corps at the New York Herald Tribune Forum, a Norwegian student voiced the feeling of many young people of all nations when he said: "We want to fight problems, not people."

The Peace Corps represents an opportunity for individual citizens to work directly with the people of other countries to provide economic, social, or educational assistance and to further the cause of peace through personal relationships and the development of mutual understanding.

**How Did the Peace Corps Start?** The Peace Corps was started on March 1, 1961, when President Kennedy issued an executive order establishing the corps on a temporary basis.

Over the years, many persons had suggested activities along the line of the Peace Corps, and many universities, churches and private agencies had performed similar work. In the Congress, Peace Corps legislation was urged by Senator Hubert Humphrey of Minnesota, the late Senator Richard Neuberger of Oregon and Congressman Henry Reuss of Wisconsin.

The ultimate scope and magnitude of the Peace Corps will be determined by the Congress which has given it permanent status.

**What is the Function of the Peace Corps?** The Peace Corps adds a new dimension to mutual assistance programs. Other United States programs provide military aid, technical assistance and capital to other nations. The Peace Corps will make available a pool of trained manpower to help other countries meet urgent needs.

**How Will the Peace Corps Operate?**

a) Through contracts or grants to private agencies engaged in Peace Corps-type projects.

b) Through contracts or grants with colleges, universities or other educational institutions.

c) Through programs of other United States government agencies. Skilled or semi-skilled workers might supplement the work of existing technical and economic cooperation projects.

d) Through programs of the United Nations. The services of Peace Corps volunteers will be offered to the United Nations for work in technical assistance and development programs.

e) Through programs administered directly by the Peace Corps.

**What Will Peace Corps Volunteers Do?** Peace Corps volunteers will go only where they are needed and are wanted. They will work closely with the people they help. In some instances they will provide on-the-job training for host country workers who will be enabled to

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# Philadelphia's New Approach to Juvenile Delinquency

**Prevention, Cure  
and After-Care**



Miss Pincus

By Celia Pincus and Dorothea Murray★

**I**F YOU SHOULD visit Philadelphia as did the delegates to the 45th annual convention of the *American Federation of Teachers*, you would find charm and interest in the old historic buildings, and that the face of the city is being changed with city planning, an active port authority, a devoted housing authority, and remarkable recreational and cultural facilities.

You would find also veneration for the past, hope for the future, and a determination to solve civic problems. One of these, common also to all communities, is the problem of juvenile delinquency.

Here are some of the remedies this city is trying to use in the prevention, cure, and after-care of juvenile delinquency. These are not water-tight compartments; most of our agencies work with all three aspects.

Of the first of these, Mayor Richardson Dilworth said: "The key to a long-term solution of what is popularly known as juvenile delinquency lies in the word, prevention. There isn't a city in this country which has not spent, for generations, large amounts of tax funds to control juvenile crimes by traditional methods. The need for the traditional repressive measures will always be with us. The new approach which Philadelphia chose a few years ago is concentrating on prevention along with control."

**P**ROBABLY THE FIRST and best preventive measure is work with the hard-core family. The terms "hard-core" and "multi-problem" are used synonymously in discussing families with juveniles presently delinquent or in clear and present danger of becom-

ing so. Some projects include only families with an economic or health problem. Philadelphia, in a manner unlike that of similar projects elsewhere, has included a "significant number in which there is no economic problem creating stress; and in which the health problem is of an emotional variety resulting in family discord and delinquent acts on the part of the children-members."\*

Not only Philadelphia but many parts of our country are concerned with this relatively small group of families that usurp the largest portion of the welfare dollar. This is a segment of the underdeveloped portion of a city's population that is said to eat up 45 per cent of the city's income, and to contribute only 6 per cent of the real estate tax. Representatives of tax-supported and private agencies all speak of these hard-core families. They are aware of the people involved and the behavior problems presented.

**A** DIVISION of Youth Conservation Services was organized in the city department of public welfare under an intelligent and sympathetic deputy commissioner, Clement Doyle, with two able assistants, and work is focused on the family and the community. The program is based on the belief that services to selected hard-core families with delinquents and potential delinquents result in reduced juvenile crime.

Unless a vigorous attack is made at the core of the problem, the same individuals will be encountered again and again in various stages of maladjustment and by many different agencies at various times, all working on the result rather than on the cause.

Mr. Doyle's department has identified about 2,000 hard-core families in Philadelphia. They average about four vulnerable children per family; his group, to which were allotted 12 caseworkers and four supervisors, has dealt with about 350 cases a year.

Workers in the Youth Conservation Service Division follow an approach different from that of the usual social service workers. *They go out uninvited.* They give their attention to those families they think are in need of help, a reversal of the attitude that you can help only those who seek you out.

The service is family-based, reaching child, parents, and siblings. The methods are those usual in casework: counseling, referrals to other agencies, public or private. The intensive character of the work is indicated in that the 12 caseworkers held in 10 months about 3,000 interviews with 288 families, and that about 2,000 collateral contacts were made with other institutions and agencies.

**T**HE SECOND ounce of prevention is the Youth Conservation Corps, a city project. It employs 100 boys the year round on a school-work program and 200 in the summer. It is a voluntary training program of work for potentially delinquent boys from 14 to 17 years old. They stay in the corps for about six months; under supervision they clear brush, dig drainage, *et cetera*. In bad weather they work indoors in a city institution. Rated on quality of performance, application to assigned tasks, and discipline, they receive their pay:

Unsatisfactory	.....	0c per hour
Satisfactory	.....	30c " "
Good	.....	40c " "
Excellent	.....	60c " "

A report issued by the Youth Conservation Services in May, 1960, for

\*Miss Pincus is president of the Philadelphia Federation of Teachers, Local 3, and Mrs. Murray is a past-secretary.

★Report of Philadelphia Youth Conservation Services, May, 1960.

301 families studied showed surprising facts and important results. Prior to acceptance of these services each family had children that averaged four police contacts a year. During the period of service 65.8 per cent of the children had no contact with the police. Another surprising fact is this:

Although two commonly assumed causes of juvenile delinquency are poverty and broken homes, the study showed only 23 per cent of these families were on relief and 40 per cent were from broken homes.

That "the devil finds some mischief still for idle hands to do" is true as ever. Deputy Commissioner Doyle thinks that more should be done in the field of junior employment, even to having jobs of its own akin to the N.Y.A. of New Deal days.

(Since this article was written, conditions in the field of delinquency have become more serious. A continued high rate of unemployment has made part-time or even full-time jobs for young people more scarce. The result is an accelerated rise in juvenile delinquency not only in Philadelphia, but across the nation.

(Welfare Commissioner Randolph E. Wise, testifying before the House Subcommittee on Labor in Washington, strongly endorsed the Youth Employment Opportunities Act of 1961. Federal funds that would be made available from this bill and doubling the city's present expenditures would enable Commissioner Wise to achieve his aim—to get 2,000 boys and girls off the streets of Philadelphia and into constructive activities offering reasonable compensation. For the city—a genuine promise of decreased delinquency at comparatively low cost.)

**A**NOTHER ATTEMPT at prevention is gang-control. Operating in Philadelphia are about 17 anti-social, hostile gangs. While the police work in this area and private agencies supply some of the services, their efforts are limited and the need is not being effectively met. The Mayor's plan for a gang-control unit to employ 10 highly qualified workers is an excellent one.

These workers establish contact and communication with anti-social groups and direct them to socially acceptable community resources. They find these resources, or create them, for the acceptance of gang members. They act as liaison between these members and the police, schools, churches, neighborhood groups, and social and health agencies.

The Health and Welfare Council is the clearing house for several hundred agencies to which troubled people turn for help. In 1954, a Committee on In-

ter-Agency Referrals was established to consider policies, procedures, and inter-communication of the different agencies in the council. The focus for 1959-1960 was the review of special projects concerned with the hard-core families. Agencies involved in these projects worked under the guidance and planning of the Committee on Inter-Agency Referrals of the Health and Welfare Council.

Two privately sponsored programs should be recommended here: the Project Outreach-Family Counseling Service of the Episcopal Community Services is a three-year project aimed at helping the hard-to-reach. Families selected for this project all have at least one child under 18 with delinquency tendencies.

The other, Operation Poplar, sponsored by the Health and Welfare Council, is administered through the Friends' Neighborhood Guild and involves a 72-block area known as the Poplar Section, in which 36,000 people live in low-rent housing units or poor, run-down homes.

Workers especially employed for this project are responsible, but already-established groups like the Y.W.C.A., Crime Association Prevention, Episcopal Community Services, and others are involved. The project has already run for the three appointed years, but its success has indicated the wisdom of its extension of three years more.

**N**OW A DISCUSSION of what Philadelphia tries to do in the way of cure. It has a Youth Rehabilitation Center where 100 to 140 boys are housed for short-term residential treatment for rehabilitation. Originally it was to house 16 and 17-year-olds who are still held at so-called *Pennypack House* within the House of Correction, an adult institution, but under changed plans admission was confined to boys under 16. It fills a real need; however, there is still no separate city-operated institution for boys or girls between 16 and 18 years of age.

An institution of which Philadelphia is proud is the Youth Study Center. As early as 1901 the House of Detention Act provided for the detention of juvenile offenders, and in 1909 a separate building for this purpose was provided. This accomplishment is significant because even today many areas in the United States have no such provision.

There is an early awareness in the city of the importance of physical examination, psychological and psychiatric services, and the assignment of teachers for these children. On May 12, 1952, the Youth Study Center, a

functional and attractive building, replaced the old one.

Most of the children are brought to the Center as the result of arrest for delinquent acts. They are kept here an average of 21 days for the purpose of case study, thorough social and psychological investigation by the Municipal Court's probation and medical staffs, and processing. The philosophy of the institution is to convince the arrested youth that this is not an attempt to *get even* with him, but rather the attitude: "We like you, but not the way you behave; our job is to do everything we can to prevent your becoming a criminal."

The children brought here are found to be lacking in a sense of security, they do not have standards of good behavior, and have not learned to submit to, or practice, constructive discipline. The program of the Center is geared to strengthen them in these areas. When the child goes to court, all the information accumulated by the Center goes with him.

The executive director for the Center, Dr. E. Preston Sharp, is concerned about better follow-up of delinquents. Of 175 children found at the Center any day, 75 do not belong there. Their cases have been adjudicated. *But there is nowhere to send them.* It sometimes take four months to a year to place a child in a specific institution and even longer to place one in a mental institution.

The result is that young people are often sent back to the bad situation that originally brought them to the Center. Lack of facilities for follow-up after a stay at the Youth Study Center is thus a pressing problem. "If we had places for these children, much of the problem could be solved; the kids get the crumbs of a small pie," said Dr. Sharp.

**A**S TO OUR COURT cases, Municipal Judge Sidney Hoffman, who handles many of the juvenile cases, represents a departure from philosophies recently adhered to. He has taken a stronger stand against offenders and particularly against their parents, insisting on the latter's responsibility. If necessary, because of parental neglect or ineptness, he has ruled for separation from the family into foster care. Judge Hoffman believes that there is a responsibility to the community as well as to the delinquent, and he will insist that both parts of the responsibility be carried out.

The new group therapy technique is recommended by Dr. Leonard Rosengarten, director of the court's juvenile division. Probation officers are given intensive training by Dr. Carlton

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# West Germany, Buffer State For Democracy

By Marie L. Caylor\*

ONE DOES NOT NEED to be in West Germany very long to realize that the reconstruction of the nation from wartime rubble and its transition to democracy have been little less than miraculous.

Major cities have been rebuilt and new ones built. Modern architecture appears everywhere amid old world gardens.

West Germany today is a country of growing industry, excellent roads, accent on schools, and a new culture. Hitler is a nightmare of the past. A few war scars remain.

Frequently observed on German postage stamps, a special issue, is the photo of George Catlett Marshall, U.S. secretary of state in the late 40's, and author of the Marshall Plan for West European reconstruction.

Little remembered by Americans in this country's fast moving and fluid political scene, Marshall is recalled by some Germans with something akin to reverence. A German diplomatic attache said: "Marshall helped the Germans to help themselves," following the 1948 German currency reform.

There is little of Kaiser Wilhelm or Adolph Hitler left in West Germany, and little outward resentment against America's part in Germany's defeat in two wars. The West Germans are today America's staunchest supporters in Europe.

The West Germans look to America for guidance in democracy, while feeling that if the Russians surge through the Iron Curtain their country would take the brunt of the onslaught. There are no cries of "Yankee Go Home."

MY PREVIOUS recollections of Germany were from post-World War I years, when I assisted my brother, Dr. Lorenz G. Straub, now head of the St. Anthony Falls Hydraulics Laboratory, University of Minnesota, in translating a book on hydraulics at the University of Berlin.

These were the days, of course, of the presidency of Paul von Hinden-

\*Editor, American Teacher publications.



American Teacher magazine Editor Mrs. Marie L. Caylor interviews West German Industrial Wizard Dr. Heinrich Nordhoff at Wolfsburg on West Germany's role and contributions in free democracy. Nordhoff's daughter, Barbara, majoring in public relations, looks on. Nordhoff heads the huge Volkswagen works in the German city.

burg, when Germany was also in an era of "recovery," but Unter den Linden was intact, and Hitler had not yet taken over.

My invitation to join 50 other editors of American education, labor, art, trade and industrial publications in a 10-day jet trip to Germany came to my desk without warning from Arthur R. Railton, public relations director of Volkswagen of America.

Volkswagen, up to then, had been to me a little German-made automobile growing more numerous everywhere, dodging into short parking spaces or "zipping" over American highways.

Railton said the *American Teacher* magazine had been selected as one of

50 after a screening of 2,000 American publications for representation on the trip to "inspect the new Germany," and that I would be aided in securing information on schools and anything else I desired.

Until July, last year, the Volkswagen plant in Wolfsburg was wholly government owned. At that time, \$250 million in stock was sold to the public, the proceeds going to a public foundation for education and scientific research.

The jet flight over on a Scandinavian airliner was largely occupied from midnight to dawn with a "lobster snack," followed by a "farm breakfast." We alighted in Hamburg and

were in Wolfsburg in time for dinner.

**YOU WILL FIND** the story of Wolfsburg, if you ever go there, to be essentially the story of the new and vigorous West Germany. It is a city born of destruction and recreated by a people determined to rebuild.

In 1937, it was a hamlet of 150 people. Hitler confiscated it shortly before the war as the site for the Volkswagen factory to make his "people's car," but it was turned to forced labor for military equipment at the outbreak of the conflict.

At the war's end, the plant lay in ruins from shells and bombs, seven miles from them and now Russian-occupied territory.

The British occupation forces took over the town and with the aid of Germans working without pay cleared the rubble. By the end of 1947, a meager 1,785 cars had been built.

Occupation forces made an effort to interest American, French, Russian and British industry in the plant, but all these decided that Volkswagen would "never amount to anything," and didn't wish to be bothered with it.

In 1948, the British selected Dr. Heinrich Nordhoff of Berlin, non-Nazi and former Opel automobile executive, to be general manager of the orphan plant, still more of a ruin than a factory.

Workers flocked to Wolfsburg, and today 90 per cent of 37,000 employees (age average, 33 years) in the city grown to 60,000 are refugees from East Germany. Almost as many work in other plants scattered through Germany. More than one million cars are turned out annually, and sold in 120 countries.

The United States is the second largest user of the car, next to Germany itself. Many of Volkswagen's huge metal presses were brought from the United States. Steel and magnesium piled high, is stamped with the names of American companies.

The automobile plant is a large 815-acre, sprawling series of structures containing 10 million square feet of floor space, topped by a 12-story administration building. More than 100 miles of assembly lines seem endless. Its 4,000 cars each workday make it the fourth largest auto producer in the world.

A feature of Volkswagen's conversion from government trusteeship to a public corporation with Nordhoff as president is the restriction of stock to investors in the lower income bracket with preference to employees.

Shares one person can buy are limited to five, and to employees ten.

Twenty per cent of the six million shares are reserved for the Federal Republic, and another 20 for the government of Lower Saxony in which Wolfsburg is located.

Dr. Nordhoff has turned into one of Germany's industrial and financial "miracle men," a contemporary of the von Krupps, but in products of peace. Labor is partly organized; not yet as effectively as in the American automobile industry.

**WEST GERMANY** is again bidding for international trade, and defends its position with the fact that the United States is the world's largest exporter. Volkswagen points out:

"The U.S. does about 20 per cent of the world's exporting and about 14 per cent of the world's importing.

"Four and one-half million American workers depend directly on foreign trade for jobs; fifteen million depend on our getting goods from abroad.

"Foreign trade provides more jobs in the United States than do our automobile, chemical, steel and textile industries combined.

"About 10 per cent of all durable goods made in the United States are exported.

"Volkswagen bought over \$50 million worth of machinery in the United States in the past three years.

"Forty per cent of Volkswagen's metal presses were bought in the United States at a cost of \$435,000 each.

"Volkswagen alone buys \$700,000 worth of steel and magnesium per month in the United States.

"Every Volkswagen sold anywhere in the world has a part of America in it—thus, the sale of Volkswagens helps American labor and business."

**WOLFSBURG** has 16 schools and hardly is one finished than it is already too small and a new one is needed, as in other areas. In Germany, an 8-year minimum is required in school, and education is free except in private schools and the university.

Children start school at six, but before that all go to kindergarten. Grammar schools are for children six to ten, and gymnasium, the equivalent of American high school plus two years of college is for those 10 to 19 years

of age. Ages in Mittelschule are 10 to 16, generally.

Everyone, six to ten, must go to grammar school, and may continue to 14, if they wish, without any special degree when they leave. Mittelschule is for those who do not intend to go to university, but choose a job for which there are no university requirements.

Gymnasium is for those who intend to go to university, in order to enter the academic or professional life of the country.

About 25 per cent of grammar school students complete the gymnasium program, and 30 per cent of these continue at the university. It is mandatory that all youth must attend school until 18 years of age, and the 75 per cent not continuing in gymnasium enter trade schools or apprenticeships.

There are evening schools for those who wish to continue studies and get degrees. Wolfsburg has all kinds of schools with the exception of the university. Special "universities" without examinations give courses in art, music, languages, typing, shorthand and so on.

Volkswagen operates vocational and other training schools open to any employee. These include three or four years of training for certified craftsmen by those who went to grammar school; foreman training; job training for college graduates, and middle management training.

An exchange program sends junior executives to subsidiaries in other countries for two years for on-the-job training. A summer school program for the same executives enters them in foreign universities to learn languages and cultural and international relations. Language courses are also given in the plant during the evening. Scholarships send outstanding apprentices to engineering college.

**TRAINING** for German teachers includes five years beyond the gymnasium, plus an additional two years of apprenticeship before obtaining their regular teaching certificates.

Starting pay is about 300 marks (approximately \$75) per month, and a maximum of 1,400 marks is reached in 20 years. The usual retirement age is 65, and a retired teacher receives three-fourths of his maximum salary as a pension for the remainder of his life.

The school year is approximately nine months. However, there is only a five-week summer vacation because of the lengthier holiday periods during the teaching year.

Sixty per cent of German teachers are men, and professional standing

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# Latin American Schools, Weakest Link in Democracy

By Jack Fraier★

**WHERE WILL THE NEXT** hot conflict in the cold war break out? If many astute political experts are correct, Latin America is slated to become a battleground in a struggle between the East and the West.

Every tourist in Latin America today can find evidence of the steadily increasing activity of communist agents and sympathizers. The slogan *Cuba, si! Yanqui, no!*, for example, echoes from the Rio Grande to Cape Horn.

Workers scrawl it on walls, university students chant it, tourists hear it muttered as they go along crowded city streets. The fear, hate, and envy that many Latin Americans feel toward the United States have found expression in that skillfully constructed phrase.

Many North Americans wonder how it is possible that Latin America might someday go communist. The reasons are not too hard to find. With their political slogans the communists themselves point to the vulnerable areas in a country's social and economic structure.

In many parts of Latin America, there is now springing up a highly significant slogan: *Libros, si! Fusiles, no!* (Books, yes! Guns, no!). With this simple paraphrase of *Cuba, si! Yanqui, no!*, the communists have come up with a battle cry for Latin America's underprivileged masses.

By fostering agitation for schools, the communists are gaining the attention and the admiration of great numbers of people. The promise of an education for everyone in a world at peace has an indescribable appeal to millions of illiterates who have been promised nothing and have received nothing from their present governments.

We in the United States have taken Latin America for granted too long.

\*High school teacher of Spanish and English, and president of the Cleveland Heights, Ohio, Teachers Union, Local 795, who recently attended a summer seminar for American teachers in the Republic of Columbia under a Fulbright Grant.



**Mr. Fraier with High School Spanish Students Shirley Henderson, Kathy McGregor and Mark Lillard, clockwise, in Cleveland Heights.**

The Good Neighbor Policy, goodwill tours, pen pals—we rarely think of Latin America without attaching one of these terms to it.

We teachers are probably as guilty as anyone for having created the myth that all is well in Latin America. Our students tend to regard Latin America as a tropical paradise inhabited by harmless, indolent, but amiable brown-skinned natives who are either taking siestas or fomenting comic revolutions. We have failed to present a realistic picture of Latin America and Latin Americans.

If we take Colombia, for example, the text books used in our high schools classify it as one of Latin America's most progressive republics. Bogota, the capital, is called the Athens of the Americas. It is not at all unusual, according to some of our texts, to find taxi drivers in Bogota who are eager

to discuss Proust. In addition, few books fail to mention that the purest Spanish in the Western Hemisphere is spoken in Colombia!

These same texts, however, ignore the fact that 45 percent of Colombia's 14,000,000 citizens are completely illiterate; 30 percent have had only one year of schooling; a mere 5 percent have been able to complete six years of school and become classified as "cultured." (Although these figures may seem pitiful, Colombia's record in education is better than that of most other Latin American republics.)

Illiteracy itself is not Colombia's only major reading problem; in rural areas there is a desperate shortage of reading matter. Peasants who have been taught to read often have trouble finding something to read. Tragically, many are so poor that they cannot even buy a book or magazine when they do find one.

**OUR TEXT BOOKS** do not mention that the standard of living of millions of Colombians is not much higher than that in Asia and Africa. It is estimated that almost half the marriages have not been legalized; in small towns in the tropical areas of the north and west, polygamy is still a common practice. In rural communities everywhere, alcoholism is a major problem.

Until recently, Latin Americans themselves have tended to ignore these dreadful conditions. However, in 1960, when Colombia celebrated the sesquicentennial of its independence from Spain, editorials in Bogota newspapers admitted that for millions political independence has been meaningless.

How can the masses, asked one editorial, be expected to support the status quo? The paper called for agrarian reform, control of monopolies, a social security program, and more schools.

One distinguished Colombian intellectual regards schools as the country's most important and most urgent need. According to him the greatest fear and the greatest hope of any work-

er or peasant is the education of his children.

Although he, himself, may not be able to read or write, the illiterate peon realizes that literacy is the key to a better life for his children. It is not unreasonable to assume that he will support whatever government or political party which will give him schools.

At present the opportunities for even the simplest education in Colombia are often hard to come by. Many villages have no schools at all. Some families are so poor that the children are already working all day long at the age of six or seven to add a few centavos to the family's income.

### THE FLOOD OF PROPAGANDA

**A** from the Soviet Union and Red China plays up the advances in education made behind the Iron and Bamboo Curtains. Fidel Castro's educational projects are also featured prominently. In several South American countries, teams of local communists go into remote mountain villages to teach the natives to read with primers that tell stories about Lenin and Mao Tse-tung.

It is estimated that Colombia needs 58,000 schools now, in order to meet its educational needs. School legislation, unfortunately, has not received the same enthusiastic support from politicians as have, for example, highway programs.

Good teachers are as scarce as schools, and the reason is quite obvious: the salaries of public school teachers are incredibly low. Even sergeants in the Colombian army receive better pay. Classrooms in most public and many private schools are overcrowded and poorly maintained. Teaching methods tend to emphasize memorization and formal recitation.

A visit to a class finds the teacher seated at a raised desk in front of the room. Before him are two or three youngsters reading or reciting from memory lengthy passages from a text book. The rest of the class is often in turmoil with some students desperately cramming and others engaged in various forms of schoolboy mischief.

Because of the inferior quality of education in the public schools, most Colombians with good incomes enroll their children in private schools. Some of the very best and most expensive schools in the cities of Bogota, Cali, and Medellin are impressive institutions by even the strictest standards.

However, a surprising number of privately owned schools are housed in small, shabby office buildings on dingy side streets. Rusty neon signs, blinking over the entrances, advertise the

offerings of these *colegios* and *institutos*. They are little more than diploma mills, but they seem to have plenty of customers.

### ALTHOUGH INTELLECTUALS

**A** were the ones who instigated the wars of independence in Latin America, higher education benefited little from their prestige and influence. The universities in many of the smaller cities are still universities in name only. They are hopelessly poor, literally and figuratively. The libraries and science laboratories in many North American high schools are better equipped than those in many of the smaller Colombian universities.

The teaching is often no better than the equipment in these small institutions. Professorships are frequently political rewards. There are stories of English professors who knew almost no English and taught students to speak the language as it is spelled.

Relatively few professors are full-time professors. Teaching is largely an avocation. Law, for example, is taught by practicing lawyers. However, these men merely read to the students the notes that they took from other lawyers who in turn dictated the notes that they had obtained from other lawyers previously.

In contrast to these provincial universities is the huge, modernistic National University in Bogota. This institution proves that first-rate universities can be built and can function successfully. Colombia, though, needs at least a dozen such educational plants with a full-time faculty in each one to meet its present and future needs.

In addition to the National University, there are two other noteworthy educational projects of which Colombians can be proud. One is the University of the Andes in Bogota. This institution, founded in 1948, occupies a tiny campus overlooking the capitol.

The University of the Andes is unique in that it is the only truly private university in Latin America. It is non-sectarian, co-educational, privately endowed, and independent of the influence of local and national politics.

This university is modeled, to a great degree, after our Ivy League colleges. Standards are high, the faculty has been carefully selected, and enrollment is limited to about 900 students to insure close student-faculty relations, an unheard of thing in Latin America.

Students in the university's engineering school spend their senior year in one of nine North American universities where they receive their B.S. de-

grees. The University of the Andes finances this foreign study program with a rotating loan fund which was established with contributions from many leading Colombians. The Rockefeller Foundation, six years ago, granted funds to the school to build and equip a modern science building.

While the University of the Andes project promises to have a great influence on Colombia's universities, another educational experiment, at the other end of the social ladder, has gained international attention. Launched in the late forties also, this movement to teach rural Colombians to read is called the Cultural Popular Action.

The educational project was started by a priest in the mountain village of Sutatenza, located some 200 miles from Bogota. Through the efforts of Fr. Jose Joaquin Salcedo, 400,000 simple hill people have already learned to read and write. In addition, many have also been taught how to add and subtract, how to spray fruit trees and vaccinate livestock, and why their houses should have doors and windows.

Fr. Joaquin's secret is the radio and a corps of teachers trained to teach, using educational broadcasts, simple textbooks, and specially designed charts. With funds from UNESCO, the Colombian government, and private sources, Fr. Salcedo has set up two institutes in Sutatenza, where talented young people from rural areas come for a four-month course. In addition to teaching methods, these young men and women learn the importance of raising not just the cultural level but also the hygienic level of the communities in which they will work.

The four-month training period in Sutatenza is a unique experience for these future teachers. For the majority it is the first time in their lives that they sleep in beds, use showers, and eat at tables with tablecloths. According to Fr. Salcedo, even if these young people teach only a few others to read and write, they will still be doing the work of Cultural Popular Action if, by their example, they can make their neighbors want to improve their homes and farms and to raise their standard of living.

In addition to the training institutes in Sutatenza, the Cultural Popular Action, with its own extensive broadcasting facilities in Bogota, now operates a series of transmitters to blanket Colombia with educational and cultural broadcasts at every hour.

The University of the Andes and the Cultural Popular Action are both work-

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# Union Teacher Talk



**T**HE CHICAGO Teachers Union, Local 1, has asked its board of education for a \$1,000 across-the-board pay increase, effective Jan. 1, for the city's 17,650 teachers.



Mr. Fewkes

Fewkes declared that the increase is necessary to retain teachers and to replace the large number of teachers not meeting certification requirements.



**T**HE CLEVELAND Federation of Teachers, Local 279, is engaged in a program against obscene and pornographic literature as it affects pupils, and creates school problems.



**T**HE WAUKEGAN High School Unit of the Lake County, Ill., Federation of Teachers, Local 504, is holding its dinners and similar events only in restaurants shown by a questionnaire survey it conducted to be serving people of all races.



Richard J. Brett, chairman of the committee conducting the survey, said other teachers organizations were urged to patronize the non-discriminatory eating places similarly. Other survey committee mem-

bers included Lucille Hildebrand and Jaime McClendon.



**T**HE UNION TEACHER of the Oahu Federation of Teachers, Local 1127, reported that principals in Honolulu schools are clearing time for union teacher meetings following a policy expressed by Hawaii School Supt. Walton M. Gordon.



**T**HEODORE J. WILLIAMS, the Local's president, announced that the East Chicago, Illinois, Federation of Teachers, Local 1391, has been officially recognized as a teachers' organization by its school board, after a long and continuous effort on the part of the union.



Mr. Williams  
agenda and given  
its case.



**M**ISS BELLE LINSKY of Salem, past president of the Massachusetts Federation of Teachers, is a member of the civil rights committee of the Massachusetts State Labor Council.



**T**HE CULVER CITY Federation of Teachers, Local 1343, won the right to hold its meetings on school property following Superior Court decisions that the school board must provide meeting places for employee groups and also make payroll deductions of union dues. The court decision was in a case brought by the Los Angeles City and County Employees Union, Local 99. (American Teacher, Jan., 1961).



**T**HIS YEAR'S scholarship card party of the Toledo Federation of Teachers, Local 250, yielded \$450.48, toward

two \$250 scholarships, and included also contributions from the Toledo Area AFL-CIO Council and the Building Service Employees, Local 13.



**L**OUIS CALPIN, member of the Detroit Federation of Teachers, Local 231, is at the University of California for a year studying English and philosophy under a coveted John Hay Fellowship.



Mr. Calpin  
Experimental Project at Wayne State University.



**M**ORTON E. McGEARY, founding president of the San Diego, Calif., Federation of Teachers, Local 1278, and now retired from teaching, was guest of honor at the Local's annual banquet as a "tireless crusader for better education."



Mr. McGeary  
\$1,000 last year to worthy high school seniors.



**T**HE AMALGAMATED Meat Cutters and Butcher Workmen have produced two 35-minute films for loan to school or teacher groups without charge except the borrower pays the return postage.

One film is, "24 Hours," in color, depicting the union's health program, and a simple and a complicated grievance problem, tied together with the activities of a business agent.

The other is "Pursuit of Happiness," also in color, telling the story of Bill

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On Your School Letterhead

Smith whose life and job conditions reflect the work of his union, from collective bargaining through political action and community activities for long term benefits for the worker and his family.



A **LARGE** framed photo of State Rep. A. E. O. Smith (R., Mansfield), dean of the Connecticut general assembly, taken by Joseph Soifer of Hartford, secretary of the *Connecticut Federation of Teachers*, has been hung in the assembly's education committee hearing room.

Smith has also been called the "father of Connecticut statutes on education." Soifer, also treasurer of the *Union Teacher Press Association*, is a member of the *American Teacher* magazine cover photographers club.



Mr. Soifer

*Press Association*, is a member of the *American Teacher* magazine cover photographers club.



**D**R. C. C. CRAIG, the city's health officer and a former mayor, was named by the *International Falls, Minn., Federation of Teachers*, Local 331, as Citizen of the Year.

Local 331 makes the award annually. It was presented to Dr. Craig by Leonard Manville, Federation president, at a dinner attended by the city's leading citizens.



**T**HE THORNTON, Ill., *Fractional High School Teachers Union*, Local 683, again this year voted \$150 to the school's scholarship fund, and contributed \$50 to schools for retarded children in Lansing and Calumet City.



**T**HE NEWS LETTER of the *Minnesota State Federation of Teachers*, edited by Henry Winkels, assistant executive secretary, announced:

"March 1, 1961, was the turning point. All teachers henceforth wishing to receive their first certificates must have a B.A. degree, according to specific requirements of the state department of education. This applies to all teachers coming into Minnesota from other states as well as those now in Minnesota colleges preparing for teaching.

"But then, let us suppose that late in the summer certain superintendents can



Mr. Winkels

find no qualified teachers to fill vacancies in their districts. They can go to the state department and say they have found certain persons who do not have a B.A. degree. If, in the estimation of the superintendent, the candidates can fill the positions satisfactorily, the state department will grant limited permits, often called emergency certificates. But this emergency is perennial—when will it stop?"

## Seeks Examining

### Board Governed

#### by Teachers

By Robert S. Moore

Legislative chairman, *Cleveland Teachers Union*, Local 279.

A **NEW POLICY** of the *Ohio Federation of Teachers* adopted at its 27th annual convention is to work for the establishment of a state teachers' examining board to be governed by classroom teachers and to act as the agency through which certification may be obtained from the state department of education.

This should be a most important step forward in our attempt to clear away some of the obstacles which lie between us and true professional status.

Unlike doctors and lawyers, we have no way to exercise control over those who wish to join our ranks. This means that all too frequently poorly qualified persons are able to obtain teaching jobs to the detriment of better qualified and career teachers. Unfortunately, the public often judges a group by the actions of the worst ones in it.

A **STATE TEACHERS'** examination board would be charged with the responsibility of testing and interviewing prospective teachers before recommending them to the state de-

partment of education for a certificate. This would be our opportunity to eliminate the least qualified individuals.

Another shackle placed on teachers is the nuisance and nonsense of having to go back to the state department of education every few years for another certificate. There is no comparison here to the practice of any other similar group.

Another shackle placed on teachers is the nuisance and nonsense of having to go back to the state department of education every few years for another certificate. There is no comparison here to the practice of any other similar group.

A doctor takes his state examination once and then is considered qualified to practice medicine until the day he dies—even if he never reads another medical book or takes a refresher course.

A lawyer is required to pass one bar examination and then he, too, is free to follow his profession without further hindrance.

Yet, a teaching certificate, which is not tantamount to employment, must be obtained anew every few years, or until a permanent certificate is awarded.

**I**MPLICIT in the new *Ohio Federation of Teachers* policy must be a demand for legislation to abolish the four-year and eight-year provisional certificates and to replace them with one certificate issued for life. This would not guarantee employment for a teacher and a certificate could be revoked for good and just cause, just as a doctor can lose his license for malpractice and a lawyer can be disbarred if there is sufficient reason.

This is not an attempt to usurp the powers of the state department of education which would still issue certificates and determine the minimum qualifications it would accept in the various fields of subject matter and special certificates.

It is an attempt to raise those minimums and demand higher qualifications of those who plan to enter teaching. It is an important and necessary step in achievement of professional status.

If we are not aggressive in the prosecution of this plan we are going to find it picked up and advanced by others who will then claim it is their own.



**T**HE CITY'S board of education issued a clarification of its longevity policy, requested by the *Cleveland Teachers Union*, Local 279, to insure 25-year teachers a \$300 long-service increment beginning this school year.

## Rochester Grievance

### Test in Cases

#### of Three Teachers

By Thomas W. Koch\*

ONE OF THE successful objectives of the *Rochester Federation of Classroom Teachers*, Local 616, was the establishment of a grievance procedure for all teachers in the Rochester school system, which is awaiting test in the cases of three successful high school coaches.

For several years the only way to formally protest a grievance has been an "open door" procedure which involved the tedious process of going "through the chain of command." In this process most grievances of a serious and personal nature have been thwarted at one or more levels of administrative bureaucracy.

Responsibility for facing up to an accusation or delving into specifics is easily subverted, and the complaining teacher more often than not is forced to abandon his cause, defeated by a combination of fear and frustration, confusion and exhaustion.

The *Rochester Federation of Classroom Teachers* and Norman Gross, its president, have continually pointed out to top administrators, the school board, and the public at large that one of the essential characteristics of a true profession is the ability to press dissatisfactions in a dignified and systematic manner. Due to unrelenting pressure, and aided by a significant evolution in school board membership, the principle of a formal grievance procedure was endorsed over a year ago and guidelines were established for its creation.

SEVERAL OTHER matters have pre-occupied the board recently, especially the controversies surrounding the dismissal of Edison Technical High School Principal William Olsen and, subsequently, the then Superintendent of Schools, Dr. Howard C. Seymour.

\*Vice-president, Rochester, N.Y. Federation of Classroom Teachers, Local 616.



Mr. Gross

School Board Member Dr. Louis A. Cerulli, a physician, was instrumental in setting up a study committee for a grievance board in Jan., 1960. Appointed to head the grievance board in Dec., 1960 was Max Cohen, chairman of the Monroe County Bar Association's grievance Committee. Serving on the grievance board are representatives of the *Rochester Federation of Classroom Teachers*, a rival teachers organization, and an organization of non-teaching employees.

Recent incidents have pointed to the need for an effective grievance procedure. Questionable "promotions" and secretive and cavalier transfers of personnel have created increasing demand for the union-sponsored grievance board. Three high school coaches, George Hart, Mauro Panaggio, and Byron "Barney" Sullivan, all in Benjamin Franklin High School, were suddenly transferred, with Sullivan going to a grammar school where he will be deprived of coaching duties which have provided a substantial portion of his income (\$800 to \$1200).

None of the coaches was consulted prior to the transfers. It has been the unequivocal custom in Rochester to confer with teachers prior to such transfers, and transfers have rarely been made without the expressed consent of the teachers involved. The circumstances in this case point clearly to a demotion.

ALL THREE coaches are widely acknowledged to be superior teachers and are well-liked by the faculty and students. During a two-year absence of their department head they initiated, with administrative approval, a physical education program for the school which became the envy of other schools.

Personality conflicts and clashes over curriculum are probably the real reasons for the unexplained transfers, but the sole reason publicly offered is that they are "for the good of the system." Gross promptly labeled the transfers "a strange reward for success."

After the press headlined disputes in the cases of the teachers, the board of education set a grievance board hearing after Martin Handleman, Lo-

cal 616 attorney, obtained a "show cause" Supreme Court order on behalf of the three.

This also followed board approval of the grievance board rules and Hart, Panaggio and Sullivan announced they would proceed under such rules. Both procedures, however, were adjourned for three weeks to enable the superintendent to investigate the teachers' cases.

The new grievance procedure closely resembles that of a typical courtroom. The complainant files a formal charge which must be formally answered by the person or persons named as respondents. Witnesses may be called and forced to testify. There is a provision for placing testimony under oath if appropriate. Cross-examination and right of legal counsel are guaranteed.

THE FUTURE of the three coaches and the grievance procedure was somewhat precarious, inasmuch as political pressure is rampant in the Rochester school system and three board seats are up for election this fall. Public opinion and editorial support from Rochester's newspapers call for exposure of the real reasons for the transfers.

The whole situation is further complicated by other recent events, such as the appointment of a new superintendent, Dr. Robert L. Springer, who took over in August, and remaining tensions which developed during the chaotic period which saw the removal of Olsen and then Seymour. Springer, now investigating, was quoted previously as calling the court action "regrettable," after Board President Cooke expressed a dim view of "board interference with administrative assignments."

It is quite probable that the new grievance procedure will result in a deeper recognition of the dignity and rights of individual teachers. The *Rochester Federation of Classroom Teachers* is proud of its role in bringing about the realistic method and intends to do everything possible to measure its value in supporting the grievances of its members.

## Ralph McGill

From Page 6

they may be—are a responsibility of the whole people.

Education is our most powerful weapon. I would say to the Congress, now concerned with the undenied necessity of strengthening our military muscle, that they will fail themselves and all of us if they do not adequately bolster the educational muscle of this country. Without that we cannot maintain superiority of weapons, mind, spirit, or the strong commitments to the principles of freedom on which this country was founded.

Give us enough weapons and enough money for school rooms, books, and teachers—let us do without some of the fat and luxuries. Let us be sure that all our talented young men and women have equal opportunity to develop their skills, abilities and gifts to serve our kind of freedom—our kind of civilization. The Gagarins and the Titovs in orbit about our earth surely must have taught us that.

## The Peace Corps

From Page 8

carry on the work after the volunteers leave.

Volunteers might function as teachers, community development workers, agricultural extension workers, sanitation engineers, construction foremen and workers, medical assistants, mechanics, accountants or civil administrators. They might also work as librarians, social workers, nurses, vocational school teachers, surveyors, laboratory technicians and in a variety of other occupations.

**What Can the Volunteers Hope to Accomplish?** The volunteer can help to raise the standards of living or to improve educational and social levels in the less-developed areas of the world. He will have contributed directly to world peace.

**Who May Apply?** Any American citizen over 18 may apply. There is no upper age limit. Married couples without dependent children can be accepted if both can do needed jobs. Parental approval will have to be obtained by volunteers who are under 21 and who live in states where persons under 21 are legally regarded as minors.

There is no requirement that a volunteer must have a college education. Many of the tasks for which a demand is foreseen call for skills in trades or crafts which usually are developed in other ways than through formal education at the college level.

**How Does a Volunteer Apply?** By filling out a Peace Corps Volunteer Ques-

tionnaire. Questionnaires are available at universities, colleges, and post offices, and through the offices of United States senators, congressmen, and through county agents of the U.S. Department of Agriculture. Questionnaires are available through business associations, civic groups and labor unions. They may also be obtained by writing the Peace Corps, Washington 25, D. C.

**How Will Volunteers Be Selected?** Questionnaires will be kept on file at the Peace Corps headquarters in Washington. As projects develop, those with the needed skills and qualifications will be called in for interviews, physical examinations and written tests.

**What Are the Standards for Selection?** Selection standards will be high. Through written tests, physical examinations, interviews and observation, candidates will be screened successively for technical competence, maturity, physical condition and motivation.

**What Kind of Training is Planned for Volunteers?** Generally, training will fall into five categories:

- a) Study of the host nation's language.
- b) Study of the history, customs, traditions and economy of the host country.
- c) Refresher courses in the volunteer's field of special skill, or in the techniques of the job ahead, such as special training in teaching English as a foreign language.
- d) Physical conditioning, health and medical practices.
- e) Refresher courses in American government, history and traditions. Volunteers should be able to respond intelligently to questions about economics, history, social structure, government and politics in the United States.

The training period usually is from two to six months. It may be continued at an overseas staging area.

**Where Will Volunteers Be Sent?** Projects will be developed jointly by the Peace Corps and foreign nations, or in some cases with the help of voluntary agencies or universities. In every instance, the foreign nation must favor the project, and volunteers will be sent to no country where they are unwelcome.

**What Living Conditions Can a Volunteer Anticipate?** For most volunteers, living conditions will be markedly different than those in their home environments. It is the intention of the Peace Corps that volunteers will live on a standard similar to that of his counterpart in the host country. This standard will vary. The food may be strange, water may need purification, and tropical diseases may be prevalent. The vol-



*Anthony Valicenti, 17, left, is a pre-medical student in St. Peter's College, Jersey City, this semester after being presented with a \$200 U.S. Savings Bond for basic character, citizenship and scholarship by the West New York, N. J., Federation of Teachers, Local 833, Louis Brenner, Local 833 president, making presentation, said the award named for Howard E. Richardson, is given by a different Local in the state each year.*

unteer must be prepared to live a pioneer life.

**What About Health Care?** The United States Public Health Service will assume responsibility for the volunteer's health needs. Arrangements will vary, depending on health and medical facilities available. Where local health facilities are adequate, it is reasonable to assume that they may be used; where they are not, it may be possible to work out arrangements for the use of United States military hospitals or the clinics of other American missions in the area. In some cases the Peace Corps may send out doctors or health specialists with volunteer teams.

**What About the Draft?** Service in the Peace Corps will not exempt anyone from the provisions of the Universal Military Training and Service Act. This Act, however, is flexible enough to provide deferment for members of the Peace Corps.

**How Will Volunteers Be Paid?** Although the volunteer will receive no regular salary payments, he will receive allowances to cover the cost of clothing, housing, food and incidental expenses so that he may live approximately at the level of his counterparts in the host country. Allowances may vary from country to country and project to project.

Upon completion of his Peace Corps service, the volunteer will receive a separation allotment based upon his time overseas. This payment will be accumulated at the rate of \$75 a month.

**What Happens When the Volunteer Returns Home?** The Peace Corps has established a Career Planning Board to help returning volunteers find jobs at home.

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## Philadelphia

From Page 10

Orchinik, psychologist of the neuro-psychiatric division of the court. While every probation officer will not become an effective group leader, many will, and all will profit from the training.

Group therapy was first experimented with in veterans' hospitals and has since penetrated from mental to penal fields. Several probation departments now use it. Meetings of groups of probationers with trained group leaders are held regularly in neighborhood settlement houses, thus avoiding the court atmosphere. Parents attend separate sessions. Both parents and children are obligated to attend.

In the opinion of Dr. John Otto Reinemann, director of probation of the Municipal Court, there is real promise in group therapy technique, but only as a supplement to the traditional form of probation, which is based on individual case work and counseling. Both methods must be used; the best of the old should be retained when new methods are tried.

Dr. Reinemann, co-author of *The Challenge of Delinquency*, is deeply concerned with our lack of after-care. After-care, the third aspect of the attempted treatment of juvenile delinquency in Philadelphia, should perhaps be discussed under the title of need for after-care. It was at a *Philadelphia Federation of Teachers* luncheon that Dr. Reinemann in 1949 made his first public declaration for forestry camps. California had tried them as early as 1941.

State forestry camps are recommended for individuals who do not respond to probation, yet do not require strict reformatory care. The forestry camp is not a replacement for the institution; it is a step in the gradual release: institution, then camp, then community.

**THERE ARE PRESENTLY** only two camps in Pennsylvania, with 20 boys in each. They are run by the state department of public welfare in co-operation with the department of forests and waters. A director and four counselors direct timberland improvement, reforestation, building improvement for picnic grounds, cleaning out underbrush, et cetera, in close co-operation with the forester.

Individual counseling, educational and recreational activities round out the camp program. The length of stay is not specified, but the average is six to eight months. Plans are under way to enlarge the two camps and improve their housing facilities so that 50 boys



*Grandmother and union member on graduation new sixth grade teacher in Hammond, Indiana: When Mrs. John K. Jones graduated from Indiana State at Terre Haute, she received the proper career start from her 19-year younger brother, Charles W. Miller of Gary, left, a vice-president of the American Federation of Teachers, who gave her a membership in the Hammond Teachers Federation, Local 394, as a present. Besides her distinction as a grandmother, Mrs. Jones is a member of a union family. Her husband was one-time president of the Indiana State Typographical Union.*

can be accepted in each camp. There are 29 camps in the country for juveniles. The costs are not higher than in ordinary institutions.

Dr. Reinemann suggested a Parole Hostel, similar to a plan used in some European countries, as a transitional care plan for delinquents, who, on release from correctional institutions, should not return to their inadequate and often detrimental homes.

To give probation an honest chance by recruiting the best staff at adequate salaries, with a workable case load, is a must in meeting present needs in the after-care of juvenile offenders.

On this subject Mayor Dilworth said: "Probation is gaining steadily growing recognition throughout the country. It is an effective and economical tool in this fight. In Philadelphia, probation has not been given a fair chance. It costs between \$10 and \$15 a day to confine a juvenile offender in an institution. It costs infinitely less to place him under proper supervision before his pattern of delinquency has developed to the point where he must be imprisoned."

**A** DIFFICULT problem in this struggle to save our young offenders is how to reconcile the *get tough* citizen who is removed from the client and does not see the need for compassion or understanding, with the professionals who have the education, training, and experience in the field.

When the worker is constantly un-

determined by criticism, often uninformed and emotionally charged, a proper climate for solution of problems is difficult to achieve. Nor does it improve morale to realize that many a dollar spent by public or private agencies is grudgingly given.

To this effect we again quote Mayor Dilworth: "It will take time to convince our citizens of the value of prevention. Once a crime is committed, a natural human instinct cries out for retribution, and imprisonment is a drastic and dramatic remedy which anyone can understand. Guidance, counseling, psychiatric help are more subtle and intricate methods, which are not easy to comprehend, but I have no doubt that eventually the American public will come fully to understand the taken-for-granted adage that an ounce of prevention is worth a pound of cure."

## South America

From Page 14

ing to solve these two most grievous social problems. However, these problems and others like them will not be solved unless they are faced realistically by greater numbers of Colombians.

Among many there is a rather cynical attitude toward Fr. Salcedo's project and its goals. Even some prominent individuals seem to have little interest in the welfare of the lower classes. They claim, for example, that most of the poor are accustomed to

Turn to Page 22



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*The Right of Teachers' Unions to Bargain Collectively*, a legal thesis with citations, by John Ligtenberg, A.F. of T. general counsel. New. 12 pages. Dark blue on blue-gray. \$5.00 per 100 or \$50.00 per 1,000.

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## South America

From Page 20

their present way of life and would be unable to adjust to a new status. Such an attitude in this decade is, to say the least, bewildering; but it does exist.

University students in Colombia, as in all Latin America, are always aware of social injustices and will organize protest marches and student strikes at the drop of a hat.

Recently an American living in Colombia, hoping to utilize such youthful enthusiasm, urged some university students to give up part of each Sunday to go into slum areas to teach or to perform some type of social service. The students seemed interested, but on the day of the first visit, none appeared.

Most Colombian students are eager to go to the United States for college or for graduate work. They constantly besiege Americans with requests for information about scholarships and fellowships. Many who do go abroad for advanced study do not want to return home.

**THE UNITED STATES** has begun to spend a half billion dollars in Latin America to improve rural living and land use, housing and sanitation, education in general and vocational education in particular. Some critics, both here and in Latin America, claim that the money is already too little and too late. Nevertheless, the fact that the seriousness of the problem has finally been recognized is a step in the right direction.

If education is a democracy's first line of defense, then the schools of Latin America are the weakest link in hemispheric defense. The well-organized program of the communists in the field of education indicates that they recognize an area that they can exploit. If North Americans and Latin Americans, in particular, do not make bold moves now to solve these problems, we may not have the opportunity to solve them in the future.

## West Germany

From Page 12

and prestige is very high. Teachers and school officials agree that there is no discipline problem and attribute this to the fact that German children from early age are taught to "respect their elders."

Thirty-two per cent of the children in Wolfsburg are under 14 years of age. Average class size is between 35



Delegates to the 45th annual convention of the American Federation of Teachers in Philadelphia inspect new book, "Labor's Story," an anthology of the American labor press: From left, Norman L. Sobol, one of the editors of the book; Joe Tamillo, president of the Greenway, Minn., Federation of Teachers, Local 1330, and Ruth Conrad, president of the Long Beach Federation of Teachers, Local 1262, and secretary of the California State Federation of Teachers. The book contains three articles from the American Teachers as well as stories from 84 other labor publications.

and 40, and there is as much difficulty as in the United States in keeping up with a growing school population.

Parent interest in education is high. One elementary school principal declared that he could call a meeting of parents on a few hours notice and that approximately 90 per cent would attend.

To an ex-president of a Chicago high school P.T.A. with 3,500 members who considered herself lucky to see 35 people at a membership meeting, this appeared to come under the heading of phenomenal. There is great interest in education among all men and women of the German community.

Curriculum is also at a very high level. Before graduating from grammar school, for example, every student must have learned plane geometry regardless of his future plans. Conversational English is a required subject from sixth grade through high school. Senior high school students are quite proficient in the language.

**IN WEST GERMANY**, there are no restrictions on travel. During a free afternoon in Wolfsburg, my nostalgia for Berlin became quite acute, and I contemplated making a dash into the city. Railton, however, appeared concerned that I could not get back in time to join the group in a trip down the Rhine.

Herman Knott, Volkswagen general attorney, offered the counter sugges-

tion that he take me to visit the Russian border, to point out the spot where he and Mrs. Knott escaped to free Germany some years ago.

(West Germans estimated before the peak exodus of the current crisis lowered again by Russia's Berlin Wall, an average of 500 East Germans escaped across the border daily, with the number sometimes reaching 2,000 in a day.)

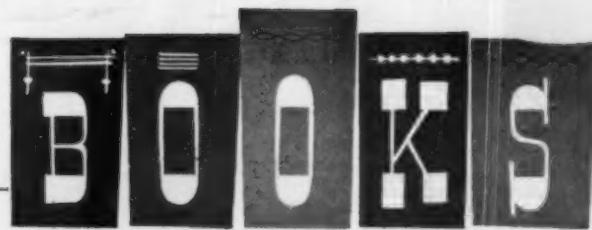
We found the particular section of the border dividing line to be a wide strip of ploughed land, to help the Russians detect and retard escapees.

When Knott pointed out his cross-over place, so vivid in his memory, I stepped from the car and took a picture of the strip with my small camera. The picture was not developed and enlarged until I returned home. When it was, the print revealed a previously unnoticed Russian officer and soldier in the distance, the latter with his gun upraised toward me.

**A FAST TRIP** down the Rhine to Weisbaden, the famous spa with its casino; Bad Godesburg; Bonn, the seat of new Germany's government, and Cologne followed.

At Bad Godesburg, the night was spent in the Hotel Petersburg, a converted castle, where the American editors were greeted by a staff in full dress, and hand-embroidered towels were placed at the bedside for one to step on in the morning.

# New



## Of Interest To Teachers

**GETTING ALONG IN FRENCH, GERMAN, ITALIAN, SPANISH, AND RUSSIAN, a paper back series.** Average 225 pp. By Mario Pei, professor of Romance Philology, Columbia University, in collaboration with professors of languages in the specific areas indicated. Bantam Books, Inc., 271 Madison Ave., New York 16, N.Y., publisher. Sixty cents per book.

These handy language books, of value to students and travelers, each contain some 1100 essential, ready-to-use every day phrases, a pronunciation guide, a condensed grammar, and a basic 1800-word vocabulary in English-French, English-German—or the specific language to which the book is devoted.

Pei, the co-author of the series, has been a professor at Columbia University since 1937 and was the creator of Columbia's thirty-seven-language course, called "The World's Chief Languages." It has been said of him that he reads, speaks, and understands more languages than any other living man.

**LABOR'S STORY.** Cloth. 348 pp. An anthology of the American labor press, edited by Gordon H. Cole, editor of *The Machinist* and former Washington reporter; Leon Stein, editor of *Justice*, *International Ladies Garment Workers*, and Norman L. Sosbol, editor of the *I-S News* of the Retail, Wholesale and Department Store Union. Community Publishers, 43 Franklin Ave., Glen Cove, N.Y., publisher. \$5.50.

This is the story of American labor as reported and interpreted by 85 leading trade union publications. Some 305 news stories, articles, editorials and feature stories provide an unprecedented picture of American unions as they are today; how they work, how they represent their membership; seek to promote the welfare of the community and the nation, and grapple with problems.

Included in the book are articles taken from the American Teacher publications on grievances and their solution, on collective bargaining, and

university scholarships. Chapters awaken recollections of valiant struggles, lost or won, and add to the student's knowledge of how labor functions within the often conflicting patterns of our society.

**HOW TO INCREASE READING ABILITY.** Cloth. 624 pp. By Dr. Albert J. Harris, professor of education, Queens College of the City of New York. Longmans, Green & Co., Inc., 119 West 40th St., New York 18, N.Y., publisher. \$6.00.

The fourth edition of this book is offered because of the many new developments in the field of reading during the past five years. Topics which have been extensively rewritten include: Factors Influencing Readiness; The Teaching of Beginning Reading; Individualized and Group Reading; Causation of Reading Disabilities; Teaching for Independence in Word Recognition, and Improvement of Rate of Reading. The treatise contains extensive references, booklists and games to augment the reading matter.

**BUILDING A PHILOSOPHY OF EDUCATION, second edition.** Cloth. 408 pp. By Dr. Harry S. Broudy, professor of education, University of Illinois. Prentice-Hall, Inc., Englewood Cliffs, N.J., publisher. \$8.00.

The author offers a basic text, providing the student with a stimulating educational philosophy discussion. The book is a positive, constructive and thoughtful examination of the problems of education and of the merits, weaknesses, and implications of the various approaches to solving these problems. Problems treated include general ones as well as specific ones, such as curriculum, organization and methods.

The author indicates that the possible solutions to these problems are not only the intellectual, moral, and social values, but the religious and esthetic ones as well. The material in the book is grouped into three parts, 1) Man, Society and the School; 2) Values in the Educational Enterprise, and 3) The Good Life and the School.

**CURRICULUM PLANNING FOR THE GIFTED.** Cloth. 410 pp. Edited by Dr. Louis A. Fliegler, coordinator of special education at the University of Denver, with contributions by leading professors in areas of social studies, science, mathematics, creative writing, foreign languages, et cetera. Prentice-Hall, Inc., Englewood Cliffs, N.J., publisher. \$9.00.

The book presents a functional curriculum approach for educating the gifted child with major emphasis on how, and what kinds of subject matter to provide. The sequence of topics is organized to furnish a sound foundation for curriculum adaptation by considering basic problems, program development, skills, and content. Its function is to clarify and crystallize some of the answers to the problem of what to teach the gifted child, and how to meet the challenge in providing for individual differences.

**THE ADOLESCENT SOCIETY—*The Social Life of the Teenager and Its Impact on Education.*** Cloth. 360 pp. By James S. Coleman, associate professor and chairman, department of social relations, Johns Hopkins University. The Free Press of Glencoe, a division of the Crowell-Collier Publishing Co., 640 Fifth Ave., New York 19, N.Y., publisher. \$6.95.

The center of the society of adolescents is the high school, whose values it permeates and whose goals it affects. The author has explored and analyzed the social systems of ten high schools of widely varied communities—from small rural towns to large urban centers, and relates the differences between the schools to their value systems.

The effects of the various adolescent societies on boys and girls is examined, as well as the special effects of early maturity and the effect of the structure of the school activities. Discussions contained in the book supply an insight into the structure of the adolescent society for an increased ability to deal with and channel the energies of youth.

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